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ABSTRACT

This report describes some of the benefits to the state of the University of Colorado's (CU) teaching and research activities; profiles CU students; discusses aspects of the academic experience; analyzes student costs; and summarizes the University's fiscal accountability. The report presents highlights of CU's activities; including: (1) CU is the only higher education system in the state offering baccalaureate, graduate, and professional degree programs at multiple sites; (2) CU's Health Sciences Center is the only comprehensive academic health center in the state; (3) all four campuses provide opportunities for undergraduate and graduate students to work on research and creative projects; (4) CU ranks in the top 20 of all U.S. academic institutions in the number of patents granted for research discoveries; (5) CU faculty are more ethnically diverse than the statewide averages of public universities/colleges and research universities; and (6) CU generates $10.17 of gross state product for each $1 of state general fund support. The report describes two areas that require further attention by the University: monitoring and updating enrollment management plans, and meeting goals for resident ethnic minority enrollment. (MAH)

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ED 401 847

THE UNIVERSITY OF COLORADO: PERFORMANCE INDICATORS REPORT

Office of the Vice President
for Academic Affairs and Research
and
Office of the Vice President
for Budget and Finance

1996

NE 029 694

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Letter From the President

February, 1996

Dear Citizens of Colorado:

One of the reasons the University of Colorado four-campus system exists is for the benefit of the citizens of Colorado. Its purpose is to discover and create new knowledge, analyze and integrate knowledge, interpret and apply knowledge, and transmit knowledge and the skills for lifelong learning. Although the University of Colorado continues to demonstrate success in most of these activities, it is apparent that not everyone comprehends the role of the University nor is aware of its accomplishments.

As a public institution of higher education, we must always demonstrate that we are good stewards of the resources that are provided to us. This report is intended to address many of the commonly asked questions about our performance in fulfilling our roles and missions. In it we have attempted to be honest with ourselves and with the public at large. Clearly, there are some areas in which the University and its individual campuses excel. There are also areas which require focus and commitment for improvement.

In my many years at the University, I have come to appreciate our willingness to ask ourselves tough questions. I am proud that, as an academic community, we have developed a strong culture of self-evaluation. Indeed, most of the information in this report comes from long-time institutional practices of student evaluations of faculty, alumni and employer surveys, program reviews, and management information analyses.

The task of designing and implementing performance indicators is complex. There are other measurements that should and will be made of the University's performance in the years ahead. This initial report represents our commitment to maintain an ongoing dialogue between the University of Colorado and its constituents about how we fulfill our roles and missions in meeting the needs of Colorado.

Sincerely,

John C. Buechner

John C. Buechner
President

This report was produced by Leisha Conners Bauer, Office of the Vice President for Budget and Finance; Christiane W. Griffin, Office of Central Information and Analysis; J. Alan Owen, Office of Central Information and Analysis; and the campus institutional research offices.

Table of Contents

Executive Summary 1

Introduction 3

The Benefits of CU to the State 5

What do students learn at the University of Colorado? 5

What do CU students do after receiving their baccalaureate degrees? 6

What do CU graduates contribute to the workforce? 6

What contribution does CU research make? 7

Enrollment Profiles 11

Who are the students at the University of Colorado? 11

Who is admitted to CU? 14

How is diversity fostered at CU? 17

Academic Experience 21

How long do CU students take to complete their baccalaureate degrees? 21

Who are the faculty at the University of Colorado? 23

What can students expect of their academic experience? 25

Costs to the Student 28

What does it cost to attend CU? 28

What financial aid is available? 30

Has financial aid kept pace with need and costs? 31

Fiscal Accountability 33

What is the state's investment in CU? 33

What are the trends in Colorado's support of higher education? 33

What are the University's sources of revenue? 35

What are the University's expenditures for instruction? 37

Conclusion 39

Executive Summary

This report addresses many of the commonly asked questions about the University of Colorado's performance in fulfilling its special role in higher education in Colorado. Performance indicators are measures of CU's efforts to accomplish its missions of teaching, research, and service while making effective and efficient use of its resources. This report:

- measures some of the benefits to the state of CU's teaching and research activities;
- profiles the students who are admitted to and enrolled at CU;
- describes aspects of the CU academic experience;
- analyzes costs to the student for attending CU; and
- summarizes CU's fiscal accountability in meeting the needs of Colorado's citizens.

Clearly, there are areas in which the University and individual campuses excel. A few highlights include:

- The University of Colorado is the only higher education system in the state offering baccalaureate, graduate, and professional degree programs at multiple sites.
- CU grants 44% of all baccalaureate, masters, first-professional, and doctorate degrees awarded by all public research universities and four-year institutions in the state.
- The University of Colorado Health Sciences Center is the only comprehensive academic health center in the state.
- All four campuses provide opportunities for undergraduate and graduate students to work on research and creative projects.
- CU ranks in the top 20 of all U.S. academic institutions in the number of patents granted for research discoveries.
- Currently, the CU campuses exceed the Colorado Commission on Higher Education (CCHE) goal for resident ethnic minority undergraduate degree recipients by at least two percentage points.
- The faculty profile at CU exhibits greater ethnic diversity than the statewide averages of public universities/colleges and research universities.
- Each campus has processes for assigning faculty advisors to students to help guide the students toward the most responsible and direct route toward graduation.
- CU generates $10.17 of gross state product for each $1 of state general fund support provided to the University.
- University expenditures have remained steady in instruction and research, accounting for 52% of University expenditures in FY 1989-90 and 53% in FY 1994-95. Administrative costs as a proportion of total expenditures have remained steady at 7%.

There are also areas that require further attention on the part of the University.

- CU systemwide enrollment is projected to increase by 24% by 2004. Although the CU system and the individual campuses have enrollment management plans in place, careful monitoring and updating of plans will be necessary to meet the higher education needs of a growing population in Colorado.
- Although the CU campuses exceed the CCHE goals for resident ethnic minority enrollment now, meeting CCHE's aggressive future goals presents a challenge.

- The diversification of the student population in terms of traditional and nontraditional students pursuing traditional and nontraditional programs of study will test the resourcefulness of all campuses to successfully meet an increasing variety of educational needs.
- The delivery of education via telecommunications and the goal that every new University classroom be a "smart" or computer-friendly classroom may help address the various needs of a growing student population, but they will also require a commitment of additional resources.
- Colorado currently ranks 35th nationally in the amount appropriated per capita for the operating expenses of higher education.
- The largest source for financial aid is currently the federal government. As the growth in federal grant programs has slowed, the reliance on loans has increased considerably. Proposed federal cutbacks to grants programs and changes in the federal student loan program could greatly restrict the availability of financial aid.
- As the percentage of CU's budget from state appropriations has decreased, revenues from tuition and fees have proportionally increased. The Colorado Legislature limits the maximum annual increase in CU resident undergraduate tuition to the rate of increase of the Denver-Boulder consumer price index, but resident tuition has still increased an average of 3.2 % per year.

Many more CU performance highlights and areas that will present significant future challenges are discussed in this report.

The task of designing and implementing performance indicators was complex, and there are other measurements that should and will be made of the University's performance in the years ahead. While this first performance indicators report may not answer all of the questions related to CU's performance, it is an attempt to initiate an ongoing dialogue between the University of Colorado and its constituents about the ways the University fulfills its role and mission while using its resources wisely to serve the needs of the state.

INTRODUCTION

The four-campus University of Colorado system serves a special role in higher education in Colorado. It is a comprehensive research institution and the only higher education system in the state offering baccalaureate, graduate education, and professional degree programs at multiple sites.

As a comprehensive institution, the University engages in scholarship and teaching that encompass a broad set of disciplines and professional programs addressed from the most basic levels to the frontiers of knowledge. As a research institution, the University is actively involved in the discovery of new knowledge, and faculty research permeates the learning experience of students at CU, both in the form of classroom content and in the teaching of research skills.

The synergy of this four-campus system makes a unique contribution to the needs of the state. Through the collaboration of the faculty and the sharing of resources (e.g., libraries and special courses) among campuses, students are afforded more opportunities to realize their academic and career aspirations than if they were confined to a single campus. Likewise, business and industry have access to the services and discoveries of the institution as a whole.

CU plays a vital role in Colorado higher education through its missions of teaching, research, and service, shared by all four campuses. Each campus also has a special function within the CU system:

The University of Colorado at Boulder is committed to the liberal education of students and to a broad curriculum ranging from the baccalaureate through the postdoctoral levels. The mission at CU-Boulder is to lead in the discovery, communication, and use of knowledge through instruction, research, and service to the public. The educational experience at CU-Boulder is distinguished by the wide scope of its programs and course offerings, the notable reputation of its research facilities and faculty, and the diversity of the student body, which includes students from across the state, the country, and the world.

The University of Colorado at Colorado Springs is a comprehensive baccalaureate liberal arts and sciences institution with selective admission standards. Part of the mission at CU-Colorado Springs is to provide selected professional programs and graduate programs that serve the needs of the Colorado Springs metropolitan area, emphasizing

CU plays a vital role in Colorado higher education through its missions of teaching, research, and service, shared by all four campuses. Each campus also has a special function within the CU system.

The University of Colorado grants 44% of all baccalaureate, master's, first-professional, and doctorate degrees awarded by all public research universities and four-year institutions in the state.

those programs not offered by other institutions of higher education in the Pikes Peak region. CU-Colorado Springs serves primarily the southern half of Colorado; it also counts significant numbers of students from the Front Range, San Luis Valley, and eastern plains.

The University of Colorado at Denver seeks to become one of the ten best urban universities in the United States. CU-Denver is embarking on a new urban initiative to build upon the excellence of its faculty, students, academic programs, support services, research and creative works, and outreach. Components of the new urban initiative include new graduate degree programs at the master's and doctoral levels appropriate to an urban campus; extensive collaborative efforts with community-based partners in the arts, transportation, government, business, education, and other sectors; and state-of-the-art course-delivery programs, such as courses using telecommunications.

The University of Colorado Health Sciences Center is the only comprehensive academic health center in the state. The CU-Health Sciences Center seeks to improve human health, especially the health of the residents of Colorado and the Rocky Mountain region, by fulfilling a set of interrelated missions. The Health Sciences Center educates and trains health practitioners, delivers exemplary health care, conducts research in health sciences, and effectively manages its development and operations. The basic academic goal of the Health Sciences Center is to provide high quality education programs at the undergraduate and graduate levels, preparing students for careers as health professionals, scientists, and educators.

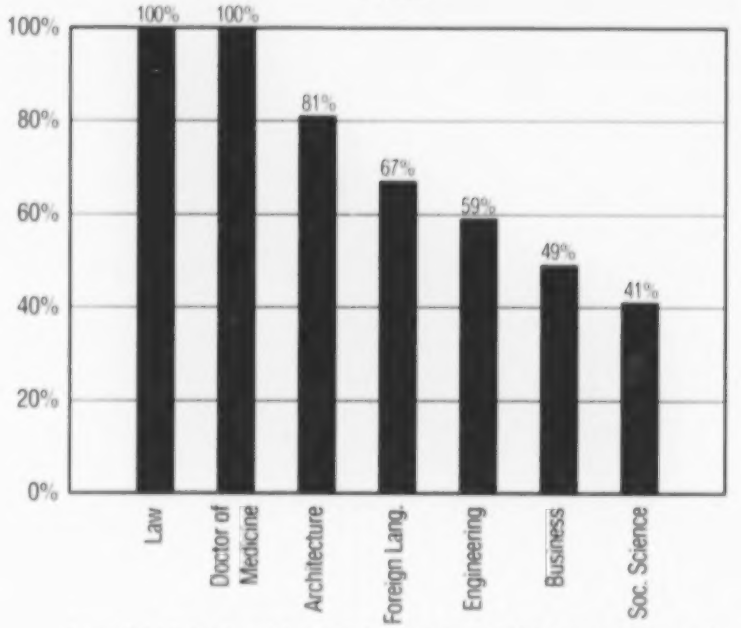
THE BENEFITS OF CU TO THE STATE

An education at the University of Colorado provides students with a sound foundation of knowledge and the skills necessary for lifelong learning. The University is committed to providing its undergraduates with a well-conceived core curriculum that develops competencies in reading, writing, oral communication, mathematics, and critical thinking across the natural, physical, and social sciences, as well as the arts and humanities.

Because the University of Colorado is a graduate research university system, the learning environment is enhanced by comprehensive and diverse fields of study, as well as access to library and computing resources and laboratory and cultural experiences that characterize such an institution.

The University of Colorado prepares students to enter the world of work, including the professions of business, education, architecture, medicine, law, music, engineering, and other related fields. In addition, it prepares for graduate study the students who will be the next generation of scholars in their fields.

Fig. 1: CU's Percentage of Degrees Granted by All Colorado Public Four-Year Institutions in Selected Major Fields FY 1993



Source: CCHE Certificates and Degrees Conferred in Colorado Publicly Supported Colleges and Universities, October 1994

What do students learn at the University of Colorado?

Each campus has developed a formal set of learning objectives. Program review processes are informed by the use of instructor and course evaluations, systematic undergraduate outcomes assessment, student and alumni surveys, and licensing exam scores.

The University of Colorado has a commitment to educating students who will make significant intellectual, artistic,

The University of Colorado has a commitment to educating students who will make significant intellectual, artistic, humanitarian, and economic contributions to the state, the nation, and the world.

humanitarian, and economic contributions to the state, the nation, and the world. Students are afforded the opportunity to acquire the foundation of skills and knowledge necessary for lifelong learning. They learn how to:

- live and work effectively in a complex global environment;
- achieve depth in a field of knowledge;
- incorporate practical experiences and academic work into preparation for real-world challenges;
- learn, communicate, and solve problems;
- make informed decisions;
- participate fully in their own educational successes and contribute fully to the quality of campus life; and
- have an understanding of other cultures and the wider world in which we live.

A mechanical engineering major at CU-Boulder says, "My major prepared me for the real work world!" An Architecture and Planning senior comments, "At CU-Boulder you can expect more than an education. Expect to broaden yourself socially, physically, and emotionally." 81% of the respondents to CU-Denver's 1995 alumni survey indicated that their degree aided them in advancing their career.

What do students do after receiving their baccalaureate degrees?

The answer to this question varies with the role and mission of each campus. Based on regularly conducted surveys of University of Colorado graduates, we know that:

- From the **Boulder campus**, 38% go on to attend graduate school within four years of graduation, 53% are working in their fields, and 6% are working in other fields by their own choice.
- The **Health Sciences Center** has 95% of its graduates working in their fields of study.
- Of **Denver campus** graduates, 26% are in graduate school, 48% are working in their fields, and 14% are working in other fields of study.
- 88% of **Colorado Springs** alumni are employed either within their fields or in other areas of study. Of those, 22% are also attending graduate school.

What do CU graduates contribute to the workforce?

CU graduates take their place throughout the Colorado workforce, many having graduated from programs that are available only at one of the University of Colorado's four campuses. For example, CU has the only public schools of pharmacy, medicine, public affairs, law, and dentistry in the state. In addition, CU's academic leadership in environmental and space sciences, biosciences, telecommunications, and electrical and computer engineering brings graduates into highly skilled and highly paid positions that add strength to the state's economy.

- Of the **University of Colorado at Boulder** 1989 bachelor degree recipients surveyed in 1993, 40% earned over $30,000, and 10% earned over $40,000 per year. Based on an average salary of $26,000, the 1,300 1989 graduates living in Colorado would have earned over $30 million and paid $1.4 million in Colorado taxes in 1993 alone.
- Of the **University of Colorado at Colorado Springs** recently sampled alumni who are employed full-time, 27% earned $15,000-$24,999, 29% earned $25,000-$49,999, and 2% earned $50,000 or more in personal income. Eighty-four percent of the surveyed alumni chose to remain in the Pikes Peak region to contribute to the vibrancy of the local economy, which has a median 1994 household income of $32,765.*

* Source: *El Paso County Snapshot*, Pikes Peak Area Council of Governments

- **University of Colorado at Denver** alumni consistently contribute significantly to the economy of the metro area and the state, and with 62% earning salaries between $20,000-$59,999 and another 23% with salaries of $60,000 and above.
- **University of Colorado Health Sciences Center** undergraduate degree recipients are currently earning the following salaries in their professional fields: in Dental Hygiene 100% earn $25,000 or above; in the Medical Laboratory Sciences 100% earn between $25,000 and $40,000. Nursing has a wider range of salaries, but the majority (64%) earn between $25,000 and $40,000; and in Pharmacy 86% earn $40,000 or more.

What contribution does CU's research make?

The creation of new knowledge is an activity that differentiates the University of Colorado from most other institutions of higher education in the state. Research is one of the unique aspects of the role and mission of the University and permeates all of its activities. The discoveries made by faculty and students are of both academic and economic benefit to the state. Teaching and curriculum are informed by the frontiers of knowledge. Students receive not only a depth of content in their discipline, but also are provided skills in problem solving and critical thinking. Businesses transform newly discovered techniques and technologies into useful products and services. CU research activity produces highly marketable graduates, serves as a strong magnet that attracts businesses to the state, and creates additional jobs for Colorado citizens.

The relationship between teaching and research. Surveys of students consistently reveal their appreciation that the best researchers are also some of the best teachers. Faculty members bring to the classroom an excitement about their disciplines that motivates students and exposes them to material at the cutting edge of their field.

Recognizing their role in producing the next generation of scholars, the campuses of the University of Colorado System have developed a number of programs that provide students with first-hand experience in research projects.

- **CU-Boulder** provides opportunities for undergraduate students in faculty research or creative projects through the Undergraduate Research Opportunities Program (UROP). This program

CU research activity produces highly marketable graduates, serves as a strong magnet that attracts businesses to the state, and creates additional jobs for Colorado citizens.

involves students in all areas of research, from writing proposals to analyzing data and presenting findings. UROP has provided more than $1.2 million in stipends to nearly 1,800 undergraduate students since 1986. Graduate students have even more opportunities to take part in faculty research projects, including research investigations at seven on-campus research institutes, involvement in faculty research programs and in cooperative research programs with federal agencies, and work with private laboratories and industry. Academically relevant preprofessional experience is available to undergraduate and graduate students through the Cooperative Education Internships program.

- **CU-Colorado Springs** participates in specialized research and service projects that enhance both the campus environment and student learning. One example is the CU-Colorado Springs Microelectronics Research Laboratories, where students work at the forefront of the microelectronics field. In addition, the campus provides a variety of opportunities for cooperative education and internships to all students, so that they can apply classroom learning through professionally supervised field experiences.
- **At CU-Denver** UROP provides funding for undergraduate students engaged in research projects or creative work, with annual awards granted to individual students and to faculty members for teams of students at a maximum of $1,150 per student for a part-time, semester-long project. From 1993 to 1995, over 60 CU-Denver undergraduate students received grants averaging $800 each.
- **At the CU-Health Sciences Center** research is a necessary foundation for excellence in education and in the provision of quality patient care. As the major health-related research institution in Colorado, the CU-Health Sciences Center advances health knowledge through basic and applied research aimed at benefitting the individual, society, and health-care delivery systems. Faculty and students at the CU-Health Sciences Center play an integral part in the vast regional and national network of health-related research activities through such affiliates as the University of Colorado Cancer Center, the Webb Waring Institute for Biomedical Research, the Barbara Davis Center for Childhood Diabetes, the C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect, the John F. Kennedy Center for Child Development, the Center for Health Services Research, and the Colorado Prevention Center.

The relationship of research to the needs of Colorado. The areas of research expertise that have developed over time at the University of Colorado relate to many of the social, environmental, medical, and economic needs of the state. Areas in which CU research efforts have made the greatest contributions include the biomedical sciences and biotechnology; electronics, advanced materials, and computing; telecommunications; environmental sciences; and space sciences and engineering. Examples of research programs on the campuses include:

- **The CU-Health Sciences Center** hosts the Regional National Cancer Center. It provides leadership for interdisciplinary work in basic cancer research, clinical treatment, cancer control activities, and education.
- The Optoelectronic Computing Systems Center at **CU-Boulder** is a National Science Foundation (NSF)-funded Engineering Research Center.

The center investigates the use of photons (light) rather than electrons to carry, process, and store information. The center is working in partnership with IBM to develop an inexpensive tunable optical fiber for high-speed use in linking computer workstations.

- The Center for Environmental Sciences at **CU-Denver** conducts research on many issues of interest to Colorado including the Front Range "brown cloud," the health impacts of hazardous waste sites, and the toxic effects of lead.
- **CU-Colorado Springs** has evaluated the Drug and Alcohol Resistance Education (D.A.R.E.) program for the city of Colorado Springs for the past five years. This campus/community effort has provided direction to the Colorado Springs Police Department and D.A.R.E. officers in the administration of the program. Furthermore, the CU-Colorado Springs Social Science Evaluation Center has conducted a youth lifestyle survey since 1983, funded by school districts from the Pikes Peak region, to reveal trends in drug use as well as sample the opinions and attitudes of local youth on a variety of issues.

Colorado businesses started by CU research discoveries. Each campus is a strong partner in the technology transfer process. While the University has no intent to become a commercial research laboratory, it does seek to facilitate applications of its basic research through the CU Office of Intellectual Resources and Technology Transfer. Some of the more notable businesses created as a result of University of Colorado research include:

- *Displaytech, Inc.* manufactures ferroelectric liquid crystal, optoelectronic devices, and materials to modulate or shutter light.
- *Symetrix* manufactures ferroelectric liquid crystal flat-panel displays.
- *Ribozyme Pharmaceuticals* is dedicated to the development of ribozymes for commercial applications.
- *NeXagen* specializes in developing oligonucleotides to use in diagnostic and therapeutic applications.
- *Superconducting Core Technologies (SCT)* develops superconducting materials useful in the aerospace and telecommunications industries.

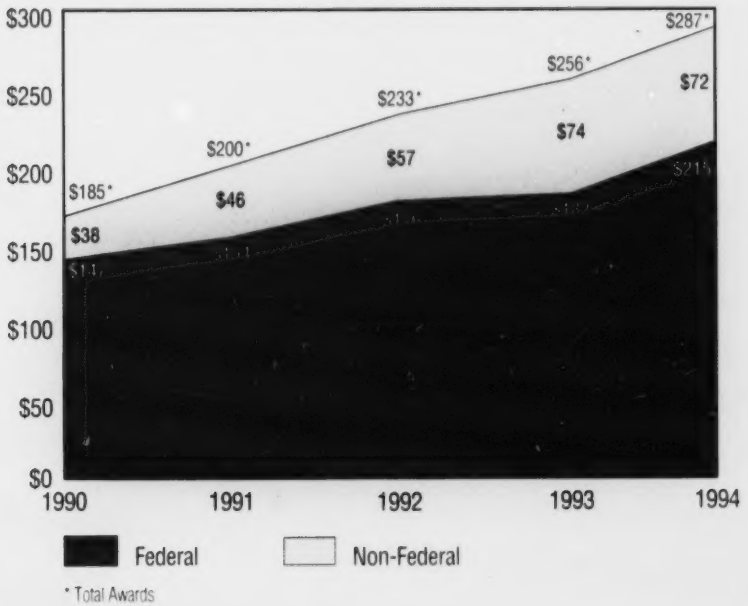
The University of Colorado ranks among the top 20 U.S. academic institutions in the number of patents granted for its research discoveries.

Fig. 2: Growth of Sponsored Program Awards Granted to CU 1990–94

Year	1990	1991	1992	1993	1994	% Change 1990–94
Total (in Thousands)	$185,965	$200,188	$233,437	$255,493	$286,675	54%
Number of Research Awards	1,951	2,069	2,353	2,433	2,537	30%
Average Dollar Award	$95,303	$96,756	$99,208	$105,012	$112,998	19%

Fig. 3: Federal and Non-Federal Sponsored Program Awards Granted to CU 1990–94

(in millions of dollars)



Sponsored research

According to a National Science Foundation (NSF) survey for fiscal year 1993, the University of Colorado ranked 29th out of 555 public and private institutions and 18th among the top 100 public universities and colleges in overall research expenditures. In federally sponsored research programs, the University ranked 10th among all public universities.

ENROLLMENT PROFILES

Who are the students at the University of Colorado?

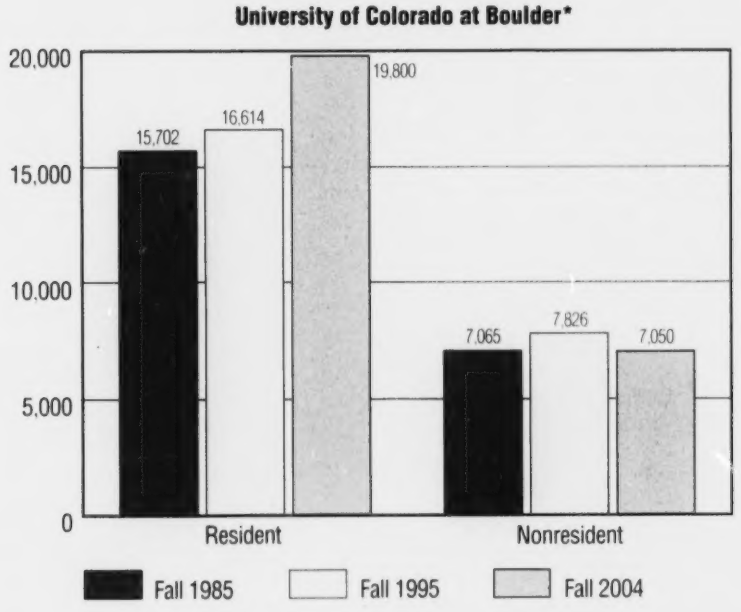
The four-campus University of Colorado system serves a wide and diverse community of students. Each campus is unique in its role and mission, location, and program offerings and competes very favorably with its peer institutions at attracting and meeting the educational needs of the particular students it serves.

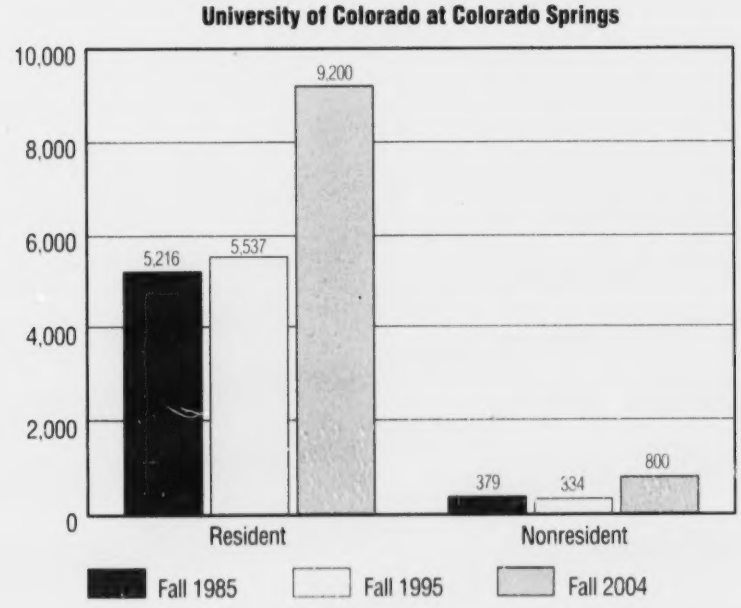
- The **Boulder** campus has national appeal and serves the traditional high school graduate. Undergraduates comprise approximately 80% of the student body; 32% of the student body comes from outside Colorado.
- The **Colorado Springs** campus meets the needs of the southern half of the state, with Colorado residents comprising 94% of its student body. This campus attracts community college transfer students, first-time freshmen, and nontraditional, working adults, who constitute the fastest growing component of higher education in the country today.
- The **Denver** campus serves the urban area's adult professional and working population. This is reflected in the fact that 54% of the undergraduate students typically carry less than a full-time student credit hour load and almost half (44%) of the student body is enrolled in graduate and first-professional degree programs.
- The **Health Sciences Center** has 32% of its student body engaged in undergraduate work, primarily in nursing and pharmacy, and the remaining 68% enrolled in first-professional, graduate, and Ph.D. programs.

The diversity of students served by the University of Colorado campuses is further illustrated by the age distribution of its first-time undergraduate students. The average age for a first-time undergraduate student in the fall of 1995 was 18.8 years at Boulder, 22.8 years at Colorado Springs, and 23.0 years at Denver.

The average age for a first-time undergraduate student in the fall of 1995 was 18.8 years at Boulder, 22.8 years at Colorado Springs, and 23.0 years at Denver.

Fig. 4: University of Colorado Headcount Enrollment for 1985 and 1995 and Projected for 2004 by Residency



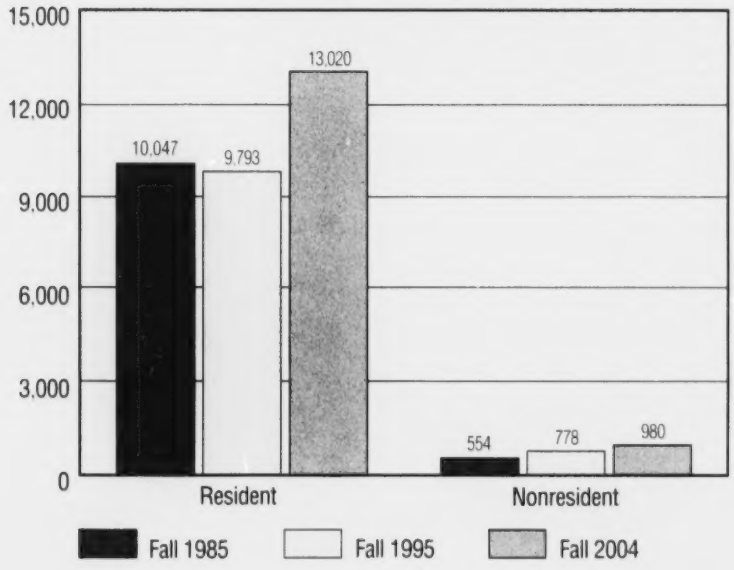


Source: CCHE Census Date Headcount Enrollment Reports and the Office of the Vice President for Budget & Finance.

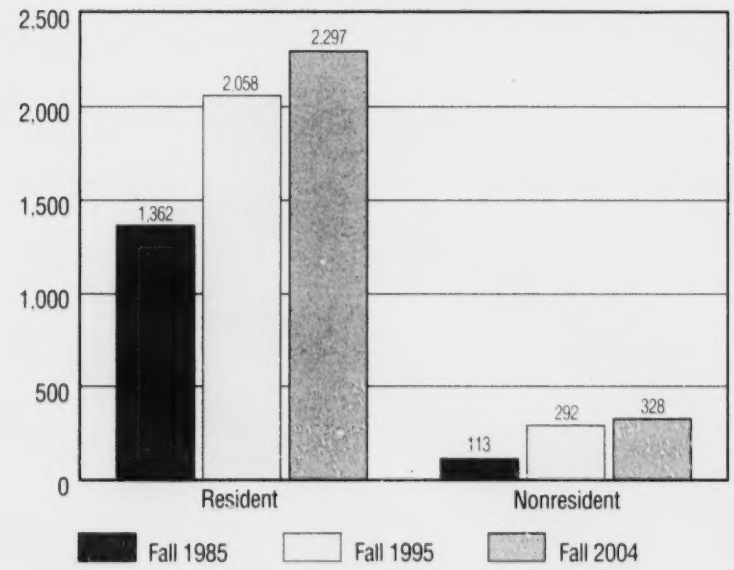
* The projected enrollment at Boulder in 2004 is an example taken from the *Buff Futures* report. The report shows how the campus can accommodate such enrollment demand based on the implementation of particular campus strategies.

Fig. 4 (continued)

University of Colorado at Denver



University of Colorado Health Sciences Center



CU systemwide enrollment is projected to increase by 24% by 2004.

Projections indicating significant enrollment increases on all four campuses have made it necessary for the University to plan for enrollment growth. Colorado residents in particular and undergraduates in general are predicted to make up most of this enrollment growth. Of the four campuses, CU-Colorado Springs is expected to have the biggest enrollment increase. Current projections indicate that the University of Colorado will see a 24% increase in enrollment over the next ten years. (For more information, see the *Enrollment Management Plan* report produced by CU's Office of the Vice President for Budget and Finance, 1995.)

Who is admitted to CU?

Unique circumstances contribute to the makeup of every incoming class at each campus. For new freshmen, the Colorado Commission on Higher Education (CCHE) has developed the "Admissions Index," a single admissions scale for first-time freshmen students. Each applicant's High School Performance Index (calculated from high school rank or grade point average) is added to the Standardized Test Index (calculated from ACT and SAT scores) to arrive at a total CCHE Index Score. Eighty percent of admitted freshmen must have index scores at or above the CCHE Index Scores listed below for the specific institution:

Fig. 5: CCHE Index Scores for Colorado Universities and Colleges*

Tier	Institution	CCHE Index Score
High	Colorado School of Mines	103
	CU-Boulder	**103**
	Colorado State University	103
	CU-Denver	**103**
Selective	**CU-Colorado Springs**	**92**
	University of Northern Colorado	92
Moderately Selective	Adams State College	79
	Fort Lewis College	79
	Mesa State College	79
	University of Southern Colorado	79
	Western State College	79
Modified Open	Metro State College	76
Open	All Community /Jr. Colleges	N/A

* Revised CCHE admission standards go into effect in the fall of 1996

Fig. 6: First-Time Undergraduate ACT/SAT Average Scores
Fall 1994

	First-Time Freshman Averages				Undergraduate Transfers
Institution	HS GPA	HS Rank	Comp. ACT	Total SAT	Average College GPA
CU-Boulder	3.4	77	24.7	1,067	3.0
CU-Colorado Springs	3.2	69	22.7	972	2.9
CU-Denver	3.4	76	22.6	974	3.0
Colorado Average—all test takers			20.7	902	
National Average—all test takers			21.3	963	

Average ACT/SAT scores for first-time freshmen at Boulder, Denver, and Colorado Springs in 1994 were above the average scores of test takers in Colorado and nationwide.

In addition, up to 20% of freshmen admitted by each Colorado institution may have indices under the specified level. This "window" exists to allow institutions greater flexibility in recognizing promising students who do not meet the numerical standards, but who the institution nevertheless believes will succeed. The University of Colorado also considers special student criteria including graduation from high school or its equivalent, evaluation of work taken in high school and other educational institutions, and other materials concerning student background. Finally, each campus and school/college has its own distinct admission criteria in conjunction with its educational role and mission.

Above are the average ACT/SAT scores of first-time freshmen enrolled at the three general campuses of the University of Colorado compared to average scores of Colorado and national test takers.

Applicants to the University of Colorado are classified in one of four new student admission categories: first-time freshmen, undergraduate transfers, new graduate students, and new non-degree students. The following graphs highlighting the applicant pool at the three general CU campuses illustrate the great variance possible in the composition of an incoming class.

Fig. 7: Formal Applicants/Admits/Enrollees
Incoming Class Profile at CU-Boulder, Fall 1994

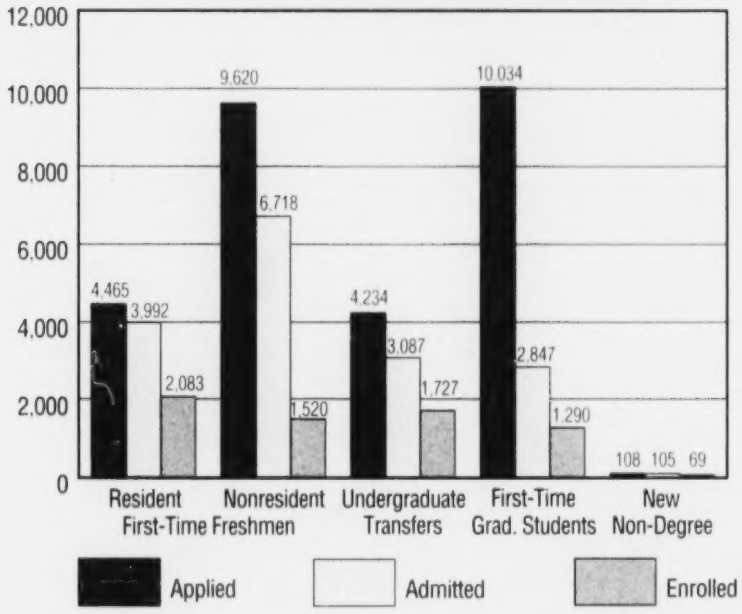
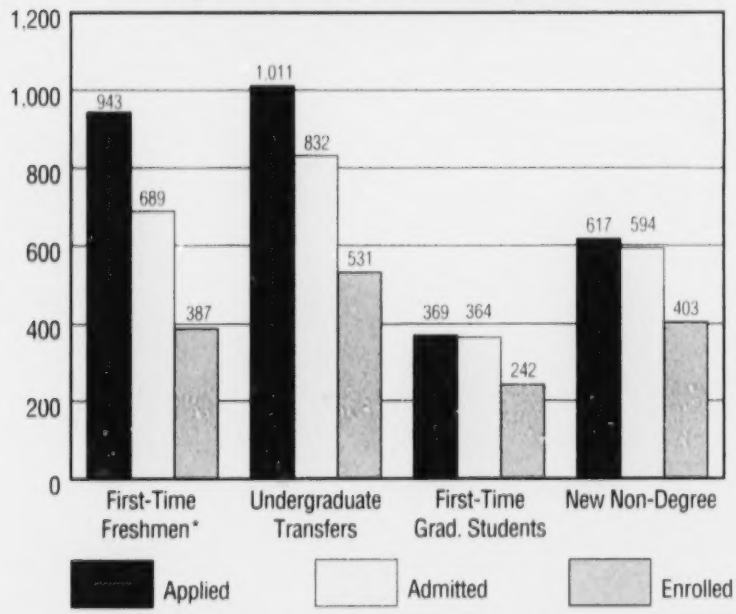


Fig. 8: Formal Applicants/Admits/Enrollees
Incoming Class Profile at CU-Colorado Springs, Fall 1994



* The number of first-time freshman nonresident applicants is so small that it does not warrant separating nonresident and resident applicants.

At the University of Colorado at Boulder:

- The competitive nature of the national market for first-time undergraduate students is illustrated by the observation that 52% of all residents who are admitted actually enroll, while less than 25% of all nonresident students admitted do so.
- First-time freshmen constitute 54% of the new students.
- 89% of the Colorado resident freshmen who apply at the University of Colorado at Boulder gain admission.

At the University of Colorado at Colorado Springs:

- The single largest applicant pool is undergraduate transfer students, which results in about one-third of all new enrollments.
- 93% percent of all students transferring from in-state, two-year institutions are transferring from Pikes Peak Community College, indicating that the Colorado Springs campus is effectively meeting the needs of the local market.
- Over 25% of the new incoming class at CU-Colorado Springs is composed of new non-degree students who are continuing their education, but who have no immediate program or degree plans.

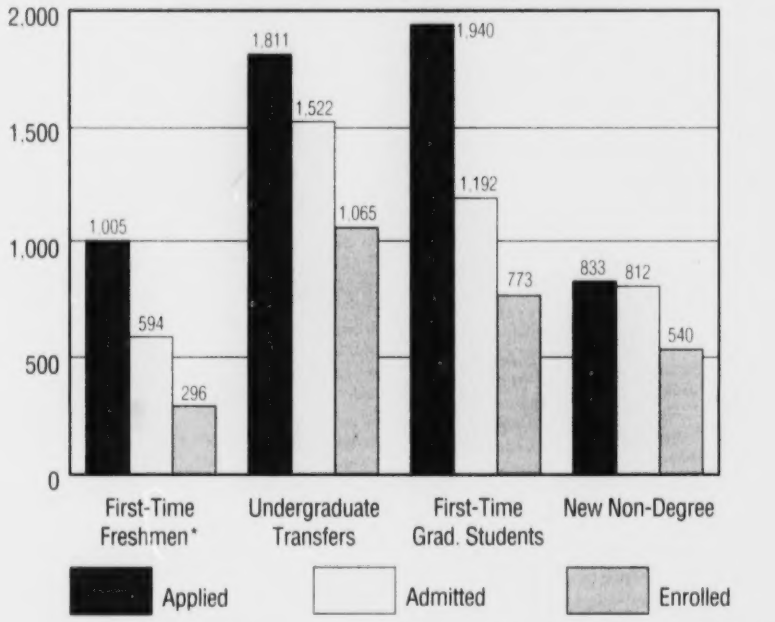
At the University of Colorado at Denver:

- 70% of new enrollees are made up of two student types: undergraduate transfer students (40%) and new graduate students (30%).
- The smallest portion (10%) of the new student body is first-time freshmen.

How is diversity fostered at the University of Colorado?

At their April 20, 1995 meeting, the University of Colorado Board of Regents unanimously reaffirmed "its absolute commitment to the promotion of diversity in the university community. Specifically, the Board affirmed that a supportive campus environment demands that all participants in the university be treated with absolute respect for their persons and their work. The realization of such a climate of respect must include an openness, on the part of the university, to new definitions of what constitutes valid and valuable research, pedagogy and service. Additionally, the Board recognizes and affirms that a respect for diversity requires a sincere willingness on the part of the institution to allow all its diverse stakeholders to share in the decisionmaking process, and that no individual or group shall be marginalized or systematically excluded."

Fig. 9: Formal Applicants/Admits/Enrollees Incoming Class Profile at CU-Denver, Fall 1994

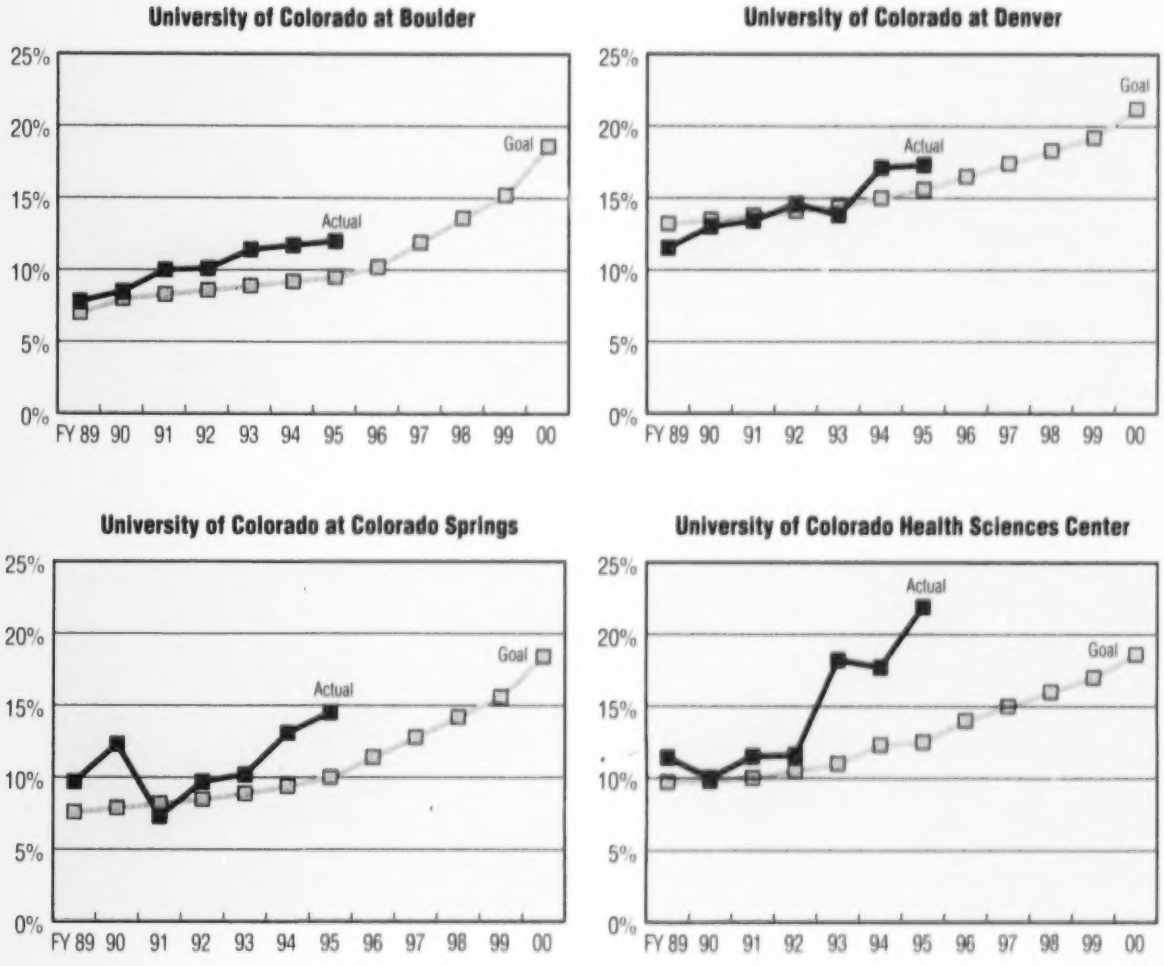


* The number of first-time freshman nonresident applicants is so small that it does not warrant separating nonresident and resident applicants.

Currently, the University of Colorado campuses exceed the CCHE goal for resident ethnic minority undergraduate degree recipients by at least two percentage points. Several factors contribute to this success. Each individual campus, school, college, and department of the University has a diversity plan to clarify its goals and to serve as an annual reporting mechanism to further its efforts in the recruitment and retention of students of color. Continuing to meet these aggressive goals in the future will present a significant challenge (see fig. 10 on page 18).

Currently, the CU campuses exceed the CCHE goal for resident ethnic minority undergraduate degree recipients by at least two percentage points.

Fig. 10: University of Colorado Percentage of Ethnic Minority Resident Bachelor Degree Recipients Compared to Statewide CCHE Goals for Fiscal Years 1989 thru 2000



The University of Colorado has made significant strides in increasing the ethnic diversity of its total population. As Fig. 11 indicates, gains in students, faculty, and staff of color have all contributed to this progress.

Each campus has produced detailed diversity plans describing its initiatives and programs intended to foster diversity at the University of Colorado.

- **At CU-Boulder**, the four goals of its comprehensive diversity plan are to: 1) increase the diversity of administrators, faculty, staff, and students; 2) expand the educational experience for all members of the campus community to deepen an understanding of and respect for diversity; 3) improve the campus climate for diversity; and, 4) develop campus and community relations within a pluralistic framework. Two principal programs that promote these goals are the Pre-Collegiate Development Program and the BUENO program. The Pre-Collegiate Development Program works with 16 regional high schools to encourage high school attendance and to help prepare students for entry into the University. The BUENO program in CU-Boulder's School of Education promotes bilingual and multicultural education.

Fig. 11: Summary of Percentage of the CU Total Population Who Are Ethnic Minorities

CU-Boulder

	FY '89	FY '94
Students		
Undergraduate	13.7%	17.5%
Graduate	21.7%	22.4%
Instructional Faculty	7.9%	12.3%
Staff	15.9%	20.7%

CU-Colorado Springs

	FY '89	FY '94
Students		
Undergraduate	11.7%	16.0%
Graduate	7.1%	9.2%
Instructional Faculty	11.7%	12.8%
Staff	9.1%	15.0%

CU-Denver

	FY '89	FY '94
Students		
Undergraduate	17.4%	21.9%
Graduate	7.6%	10.7%
Instructional Faculty	10.4%	14.1%
Staff	25.9%	26.3%

CU-Health Sciences Center

	FY '89	FY '94
Students	12.4%	17.1%
Instructional Faculty	5.0%	5.2%
Staff	25.9%	33.8%

Source: *Annual Diversity Profile* reports to the Regents and Campus Institutional Research Offices.

- **At CU-Colorado Springs** the campus climate for ethnic minorities continues to improve. There are more programs celebrating cultural diversity, more minority student advocacy organizations, a special orientation program for entering minority students, and a minority student recruitment and retention effort as a component of CU-Colorado Springs' student success program. Concerted efforts are being made to attract, inspire, and assist ethnic minority students to excel in higher education, e.g., CESDA, statewide recruiting efforts, and the Pre-Collegiate Development Program.
- **CU-Denver** seeks to increase diversity with programs such as the Pre-Collegiate Development Program, CU-SUCCEED, Student Advocacy Center, Learning Assistance Center, Minority Scholars Program, Stepping Stones Program, and Minority Engineering Programs. There are also efforts underway to increase the diversity of faculty in order to provide role models for the students.
- **The CU-Health Sciences Center** envisions its campus to be one that harbors, fosters, and benefits from the unique qualities, rich histories, and wide variety of cultural values that a diverse faculty, student population, and staff bring. The Health Sciences Center has a public responsibility to adapt positively to the changing demographic profile of American society with its rising African American, Latino American, Asian American, and other ethnic and underrepresented populations. To this end, the Health Sciences Center is dedicated to educating, employing, and promoting persons of color. With many programs currently in place, the Center for Multicultural Enrichment is central to the campus diversity mission to recruit and retain students.

How long do CU students take to complete their baccalaureate degrees?

A variety of institutional factors affect progress to graduation. However, research indicates that issues of student funding, maturity, and goal orientation, as well as personal interests and choices, can make all the difference in a student's ability to complete his or her degree within a prescribed time-line. Consequently, an institution with four unique campuses meeting the needs of traditional and nontraditional students in traditional and nontraditional programs will have a broad range of time-to-graduation statistics for baccalaureate degree-seeking students. CCHE reports the following graduation rate statistics for institutions throughout the state.

- At **CU-Boulder,** seniors who take more than four years to graduate cite many reasons: "pursuing interests beyond the required courses for a single major and degree;" "getting off to a slow start;" "changing academic or career interests;" "working to support themselves or to avoid large debts;" "taking time off for travel and reflection;" or "being unable to enroll in needed courses." Very few of the seniors surveyed, however, were unhappy about taking more than four years to graduate, while many stated that they have benefitted from the things that led them to take five years.

CU, with four unique campuses meeting the needs of traditional and nontraditional students, has a broad range of time-to-graduation statistics.

Fig. 12: Colorado Statewide Graduation Rate of Degree-Seeking First-Time Freshmen Entering in the Fall of 1988

Institution	# of Students Entering Fall 1988	% of Whom Graduated by Spring of 4th Year	Institution	% of Whom Graduated by Spring of 6th Year
CU-Boulder	**3,422**	**28.3%**	**CU-Boulder**	**65.7%**
Colorado School of Mines	323	17.6	Colorado State University	54.0
Colorado State University	3,060	16.9	Colorado School of Mines	51.7
University of Northern Colorado	1,788	15.2	University of Northern Colorado	42.7
Adams State College	422	12.3	**CU-Denver**	**32.6**
CU-Denver	**325**	**10.2**	**CU-Colorado Springs**	**31.0**
Fort Lewis College	926	9.2	University of Southern Colorado	28.8
Western State College	652	8.6	Adams State College	28.0
CU-Colorado Springs	**306**	**8.5**	Fort Lewis College	28.0
University of Southern Colorado	639	8.1	Western State College	26.8
Mesa State College	376	6.9	Metro State College	21.1
Metro State College	1,173	5.5	Mesa State College	21.0
Statewide Total	13,412	16.5%	Statewide Total	45.5%

Source: CCHE, Revised Graduation rates, March 1995. The above study refers specifically to bachelor degree recipients, and consequently does not include the Health Sciences Center.

The Health Sciences Center has high on-time completion rates (86%-96%) for students.

- Students at **CU-Colorado Springs** are often employed full-time, have family and personal responsibilities, and many never considered graduation within the traditional 4- to 6-year period as their goal. This nontraditional student body consequently lends itself to a nontraditional graduation rate (42% of the fall 1994 students were part-time students). Surveyed students cite various reasons for not pursuing a rigid degree track: "I was very happy with school and my classes. I want to go back; however, I just switched jobs and I need to get settled first;" "I can't do everything, be a wife, mother, work and school. The only thing I could change was school."

- At **CU-Denver** a variety of institutional factors affect progress toward graduation including: 1) the time of day a class is offered, 2) the structure of the curriculum, and 3) the availability of courses. To meet the needs of nontraditional students, the campus is seeking to provide alternative learning options, such as self-paced courses, telecourses, and other learning technologies. However, because many of CU-Denver's students are older, nontraditional students maintaining family and work responsibilities, personal factors also influence the rate at which students attain their B.A. degrees at CU-Denver.

- At the **CU-Health Sciences Center**, students are involved in programs specific to their educational interests and goals in the fields of medical and dental sciences. Given the tightly structured nature of those programs, the Health Sciences Center has high on-time completion rates (86%-96%) for students.

Who are the faculty at the University of Colorado?

The University of Colorado is a comprehensive research university with four unique campuses and missions. The three components considered when evaluating faculty effectiveness are teaching, research, and service.

Teaching excellence. Each campus rigorously pursues efforts to recognize and enhance teaching by sponsoring mentoring programs, videotaping teachers teaching, and offering seminars in teaching effectiveness.

- **President's Teaching Scholars:** As a system, the University recognizes a number of faculty members every year who are outstanding teachers and scholars. Each scholar receives a stipend for two years, has access to campus funds reserved for the promotion of excellence in teaching, and holds the title "President's Teaching Scholar" for life. The President's Teaching Scholars form a cadre of outstanding faculty members at the forefront of the University's educational mission. As of January, 1996, 46 faculty have been selected as President's Teaching Scholars.
- **Distinguished Professors:** The University of Colorado extends this title to recognize the outstanding contribution of CU faculty members to their academic disciplines. Candidates recommended for a distinguished professorship must demonstrate accomplishments in accordance with the following criteria: 1) exemplary teaching, and 2) distinguished scholarship or creative work. This title signifies a select group of faculty members who are leaders in their respective fields as attested to by national or international recognition and/or their significant public service achievements. As of January, 1996, 24 CU professors have been selected as Distinguished Professors.
- **Faculty Awards and Honors:** 1 Nobel Laureate, 17 National Academy of Sciences Awards, 7 National Academy of Engineering Awards, 12 American Academy of Arts and Sciences Awards, 18 NSF Presidential Young Investigator Awards, 7 National Institute of Medicine Awards, 6 National Institute of Health Awards, 41 Fulbright Scholars, 3 MacArthur Awards, and 4 Javits Awards.

The three components considered when evaluating faculty effectiveness are teaching, research, and service.

Over 90% of the ranked faculty at the University of Colorado hold the highest degrees awarded in their field.

Faculty contact with students. Student/faculty ratios at the University of Colorado differ from year to year and vary by class type, student level, and campus. The overall averages for 1994 range from 14 to 18 students per faculty member.

Faculty in the ranks of professor, associate professor, and assistant professor taught the following percentages of student credit hours of all regular courses, including lectures, seminars, and studio and laboratory instruction, during academic year 1994-95.

Fig. 13: Colorado Public Institutions of Higher Education Statewide Faculty Diversity Profile Fall 1993

Institution	African American	American Indian	Asian American	Latino	White
All Colorado Publics*	1.7%	.6%	4.2%	3.9%	86.6%
Universities/Colleges*	2.0	.7	3.6	5.3	87.3
CU-Colorado Springs	2.0	0.0	4.0	5.5	88.6
CU-Denver	.9	.6	6.9	4.9	85.6
Research Universities*	1.1	.3	5.0	2.6	87.5
CU-Boulder	1.4	.3	5.3	3.4	84.4
CU-Health Sciences Center	1.8	1.3	5.6	2.8	83.3

Source: CCHE, *Scorecard* 1994

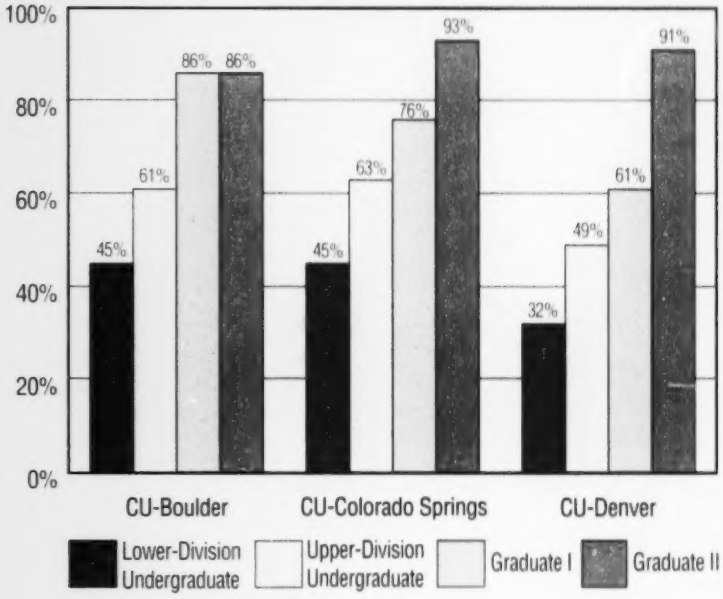
* CCHE's institutional definitions apply

Fig. 14: Average Overall Student/ Faculty Ratios by CU Campus

Campus	Fall 1989	Fall 1994
Boulder	16:1	15:1
Colorado Springs	15:1	18:1
Denver	16:1	14:1

Source: Campus institutional research offices

Fig. 15: Percentage of Regular Instruction by Ranked Faculty by Student Credit Hours



Source: Course Load Evaluation by Academic Rank data report

Each campus has processes for assigning faculty advisors to students to help guide the students toward the most responsible and direct route toward graduation.

What can students expect of their CU academic experience?

Students at CU can choose from a variety of courses of different types and sizes ranging from independent study with a particular faculty member, to small seminars and labs, and to larger-scale lectures. Research indicates that large group learning is most efficient for transmitting information, while critical thinking skills are best taught in smaller class settings. CU's general campuses offer a variety of class sizes to capitalize on the different settings for optimum learning.

Academic advising. Advising is an integral part of undergraduate education. The goal of all academic advising is to assist students in making responsible decisions as they develop educational plans compatible with their potential and their career and life goals. Each campus has processes for assigning faculty advisors to students to help guide the students toward the most responsible and direct route toward graduation. All campuses also have centers for career advising, which supply students with relevant market information relating job, salary, and industry data to a student's specific interests, skills, and career goals.

Course availability. At CU's three general campuses procedures are in place to ensure access to core courses for each and every student. Course monitoring procedures help facilitate 1) full enrollment 2) wait lists for identifying students who seek enrollment 3) lists of students for preferred enrollment in subsequent semesters, and 4) dean's review of the course request process to increase enrollment limits, add sections, and relocate resources to help meet course demand.

Computer technology. CU, like other institutions, has made significant investments in computer technology. Technology becomes a critical learning tool within higher education through the use of computer-aided instruction, interactive video, and computerized access to a vast array of information from a variety of sources. For example, the term paper has evolved from typewritten to laser printed and is moving toward a paperless, multimedia version that incorporates video and sound. In dormitories at CU, it is possible for students to retrieve vast amounts of information using networked computers that provide access to the Internet. This dissemination of information does not stop at campus boundaries. The ability to transmit information via telecommunications is allowing the University to reach students all over the world and for a greater number of students to be educated in a more efficient manner. One of the goals of the University is for every new classroom to be a "smart classroom." A smart classroom is fully equipped to provide faculty and students access to the Internet and other media to enhance the curriculum.

INTERNSHIPS AND COOPERATIVE EDUCATION:

CU-Boulder involves almost half of its first-time freshmen in small group programs to enhance the learning experience. A few examples include: the Arts and Sciences Honors Program, FALLFEST, the Minority Arts and Sciences Program in Mathematics and Sciences, the Minority Engineering Program, President's Leadership Class, and residence-hall based academic programs in Farrand Hall, Sewall Hall, and Williams Village. On the senior survey, one-third of those who said they would look for full-time employment in the year after graduation reported having had a "substantial amount" of experience in jobs related to their field while attending CU-Boulder.

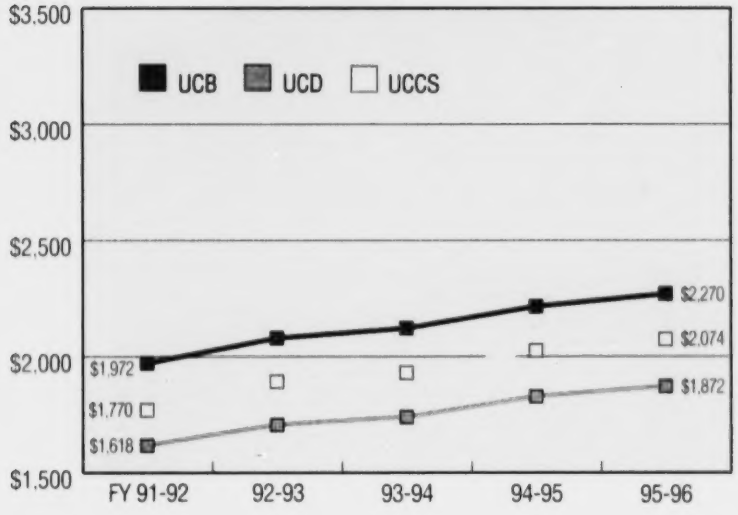
CU-Colorado Springs provides a variety of opportunities for cooperative education and internships to students. Academic departments provide internship experiences by placing students in community agencies to explore and become familiar with occupational positions in their majors. In addition, the University Center addresses an assortment of cultural, social, recreational, and educational needs. For example, the Program Board sponsors and organizes many programs, including speakers, films, musical events, workshops, and tournaments, designed to meet the diverse interests of the campus community. Nationally recognized scholars are invited to campus to speak on contemporary research issues, trends, and findings. Elected students serve on several important university committees, both advisory and policy making, and all students are members of the University of Colorado at Colorado Springs Associated Students, the official student government organization.

CU-Denver offers over 40 faculty-sponsored student organizations to help students learn leadership and management skills, gain valuable life experience, and put into practice what they learn in the classroom. The city of Denver and the metropolitan area provide the perfect laboratory environment for applying skills and enhancing experience at the New Urban University. CU-Denver's Center for Internships and Cooperative Education has served over 10,000 students since 1973 by recruiting, screening, and placing students with corporations, businesses, and government agencies in the Metro-Denver area as well as out of state. The campus also has developed numerous affordable, long- and short-term study abroad and local cultural exchange programs.

CU-Health Sciences Center students learn outside the classroom setting by participating in a multitude of programs that involve community education, community outreach, and the state's K-12 education system. For example, they are given the opportunity to serve as peer counselors in the Summer Health Careers Institute, which encourages high school students from rural or medically disadvantaged areas to explore health-care careers.

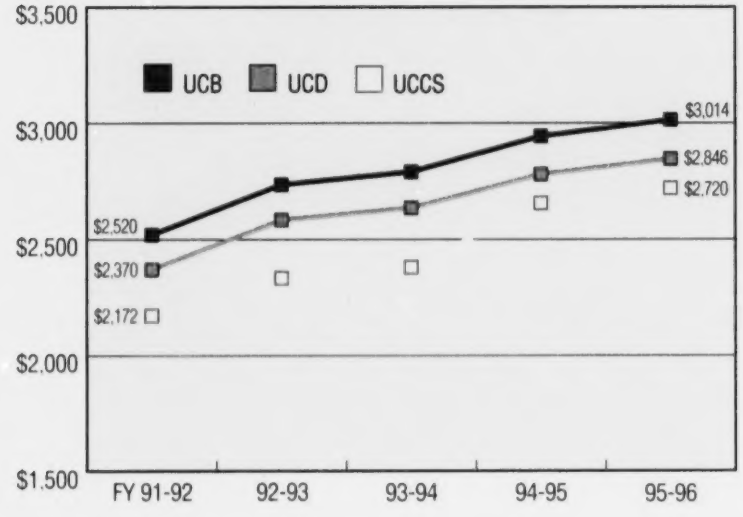
COSTS TO THE STUDENT

Fig. 16: University of Colorado Resident/Undergraduate Tuition Rates*



* For purposes of illustration, the tuition amounts shown here and in the next chart are the equivalents of the full-time tuition for a CU-Boulder student in the College of Arts and Sciences, for a CU-Denver student in the College of Liberal Arts and Sciences, and for a CU-Colorado Springs lower-division undergraduate (this chart) and a professional major (next chart).

Fig. 17: University of Colorado Resident/Graduate Tuition Rates

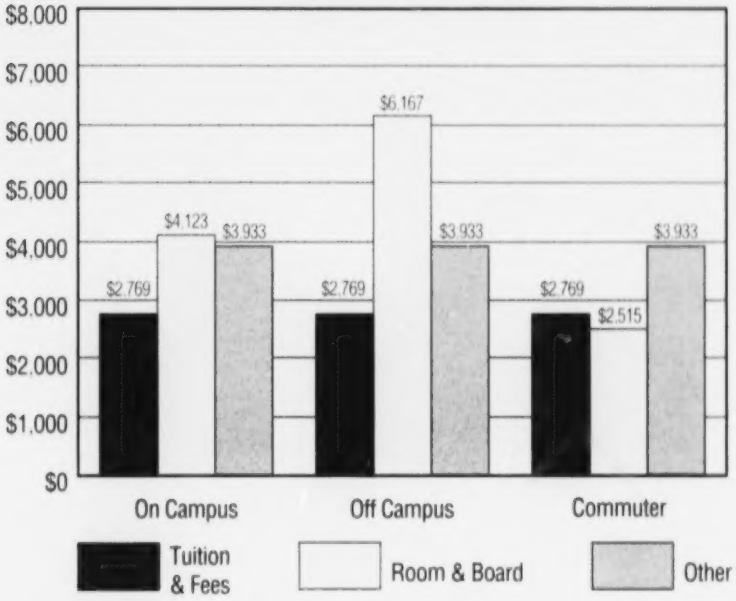


What does it cost to attend CU?

The cost of attending the University of Colorado includes tuition and fees, room and board, books and supplies, medical expenses, transportation, and personal expenses. Increases in tuition and fees usually receive the most scrutiny from the public.

Tuition and fees at the University of Colorado are proposed by each campus, subject to approval from the Board of Regents. Overall, tuition must fall within regulations established by the Colorado Legislature. The 1995 Colorado General Assembly voted to limit the maximum annual increase in resident undergraduate tuition at all campuses to the rate of increase in the Denver-Boulder consumer price index. Resident undergraduate tuition at the University has increased at an average of 3.2% per year over the past five years (compared to 8% per year for nonresidents). Resident graduate tuition has increased at an average rate of 4% per year.

Fig. 18: University of Colorado
Budget of Resident Student Costs
Academic Year 1995-96



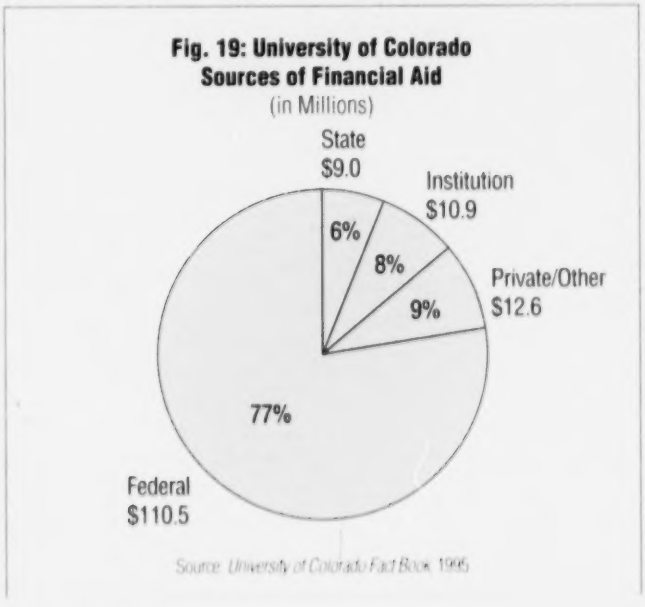
Living expenses are calculated based on parameters provided by the CCHE. The living expenses included in the financial aid calculations are standardized student expense budgets based on a CCHE survey of students enrolled in Colorado. The above graph illustrates the role of tuition/fees, room and board, and other expenses in determining student costs. For resident students living away from home, either on or off campus, room and board costs constitute the largest portion of student expenses. For commuter students, other expenses, such as books and supplies, medical expenses, transportation, and personal expenses, make up the largest portion.

The 1995 Colorado General Assembly voted to limit the maximum annual increase in resident undergraduate tuition at all CU campuses to the rate of increase in the Denver-Boulder consumer price index.

What financial aid is available?

Financial aid at the University of Colorado falls into three categories: gift aid, work-study aid, and loans. Gift aid consists of grants, fellowships, and scholarships and does not have to be repaid. The student usually has to maintain reasonable academic progress to continue receiving gift aid. The majority of grants are funded through federal and state sources. For work-study aid, the student receives payment for approved, supervised work on or off campus. Funding for work-study aid comes primarily from the federal and state government. Loans are long-term, low-interest funds that must be repaid after the student has graduated or is no longer enrolled at least half-time. The largest source of financial aid is the federal government.

Financial aid is awarded based on documented financial need and, in some cases, other criteria. Financial need is determined by federally established formulas based on a family's income and assets. Financial need is a requirement to receive financial aid from federal or state sources. The other criteria may include academic merit, geographic origin, or special skills in music or athletics. However, the majority of financial aid is awarded based on financial need.



Financial aid availability at the campuses can be described as follows:

CU-Boulder

- In 1994-95, the Boulder campus administered $54 million in aid for 12,694 undergraduate and graduate students.
- 54% of resident undergraduates received some type of financial aid, for an average award of $6,854 from all sources.
- 81% of all aid to resident undergraduates was from the federal government; 67% was in loans, and 56% was on the basis of financial need.
- The average amount of federal aid awarded to resident undergraduates was $6,600. The average loan was $6,000, and the average amount of need-based aid of all types was $5,250.
- 45% of resident graduating seniors in 1994-95 and 5% of those who graduated as nonresidents had accumulated some debt from federal loans.
- The average amount of accumulated debt for graduating seniors rose from just under $12,000 in 1991 to nearly $16,000 in 1994. (Part of this rise was due to increased availability of funds; borrowing limits were increased by the federal government in 1992-93.)

CU-Colorado Springs

- In 1994-95, 2,703 students at the Colorado Springs campus received financial aid.
- Of this total, 95% were residents and 89% were undergraduates.
- The average award package consists of $3,735 from federal sources, $1,874 from state sources, $1,979 from institutional sources (including hourly work on campus), and $949 from other sources.
- The average accumulated debt for a student enrolled in 1994-95 was $9,820.

CU-Denver

- In 1994-95, 4,659 students received $25 million in financial aid.
- The average award was $5,544.
- Of the total recipients, 77% received federal financial aid and 22% received state of Colorado aid.
- Residents made up 95% of all recipients.
- Undergraduates received 66% of the financial aid.
- Average accumulated indebtedness at graduation was $13,706 for undergraduates and $17,330 for graduates.

CU-Health Sciences Center

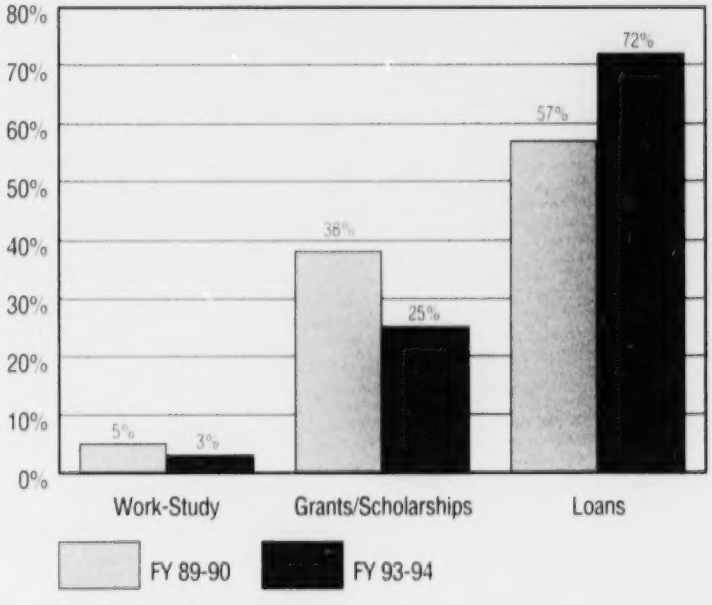
- In 1993-94, the Health Sciences Center awarded $17 million in financial aid.
- Financial aid sources were as follows: 86.2% from federal sources, 3.9% from the state, 5.6% from the institution and other sources, and 4.3% from other loan sources.

Has financial aid kept pace with need and cost?

Fig. 20 illustrates the increasing reliance on loans as a source of financial aid. This change mirrors national trends, which have seen a 192% increase from 1984 to 1994 in the use of loans

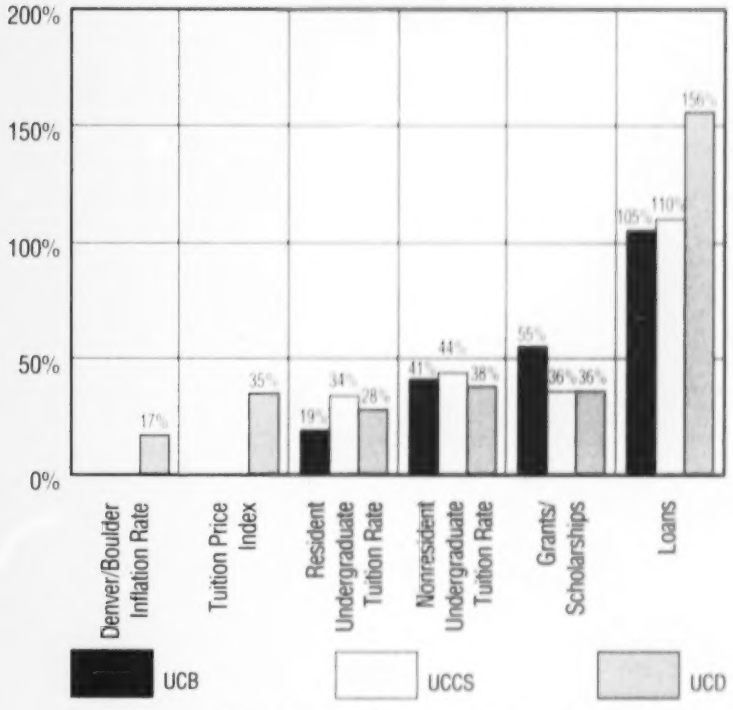
The largest source of financial aid is the federal government.

Fig. 20: University of Colorado Changes in Type of Aid Awarded FY 1989-90 and FY 1993-94



Source: *University of Colorado Fact Book, 1990-1995*

Fig. 21: Four-Year Change in Factors Affecting the Cost of Education
Three General Campuses
FY 1989-90 Through 1993-94



Source: *University of Colorado Fact Book*, JBC Appropriations Reports, and Inflation Measures for Schools, Colleges, and Libraries: 1995 Update

As growth in federal grant programs has slowed, the reliance on loans has increased considerably.

to finance higher education. Again, part of this can be explained by the changes in the federal loan program making it easier to borrow money. In addition, as growth in federal grant programs has slowed, the reliance on loans has increased considerably.

Growth in grants and scholarships has kept close to the growth in resident tuition at the University. However, the use of loans to finance college costs has outpaced both the growth in grants/scholarships and tuition increases. Fig. 21 illustrates the growth of loans and grants/ scholarships compared to educational cost factors such as tuition rate increases and the Denver-Boulder consumer price index during the period from FY 1990 to FY 1994. The Denver-Boulder consumer price index represents the change in the cost of living in the metro area since 1992. In 1995, this index defined the maximum allowable tuition increase. The tuition price index is included to illustrate the growth of tuition rates on a national level.

It is likely that financial assistance will continue to be primarily in the form of loans for undergraduate students at the three general campuses of the University. Proposed federal cutbacks to grants programs and changes in the federal student loan program could greatly restrict the availability of financial aid, particularly because the federal government is the largest source of financial aid at the University.

What is the state's investment in CU?

For fiscal year 1995-96, the state of Colorado is investing $172.2 million in the University of Colorado, representing 35% of the higher education appropriations made to Colorado's higher education governing boards.* In exchange for its investment in the University, the state of Colorado has received the following educational benefits. In FY 1992-93†, 44% of all B.A., M.A., first-professional, and Ph.D. degrees in the state were awarded by the University of Colorado.

From FY 1989-90 through FY 1992-93, degrees produced by the University increased by 16%. During the same time period, appropriations from the state increased by 7%.

The state also receives economic benefits from its investment in the University. According to the *University of Colorado Economic Impact Study*, the University directly and indirectly generates 36,200 jobs in Colorado. The University also generates $10.17 of gross state product (the total value of goods and services produced in Colorado) for each $1 of state support provided to the University. The increases to employment and the gross state product also produced additional tax revenue to the state. The study conservatively estimates that at least $.40 is returned to the state treasury for every state dollar provided to CU, offsetting state spending for the University.

The state's investment in CU is providing both educational and economic returns to the citizens of the state.

Fig. 22: Degrees Awarded Statewide

	FY 89-90	FY 90-91	FY 91-92	FY 92-93
University of Colorado	8,274	8,627	9,033	9,618
All other 4-Year State Institutions	10,974	10,708	11,375	12,079
Statewide Total	19,248	19,335	20,408	21,697

Source: CCHE

The University generates $10.17 of gross state product for each $1 of general fund state support provided to the University.

What are the trends in Colorado's support of higher education?

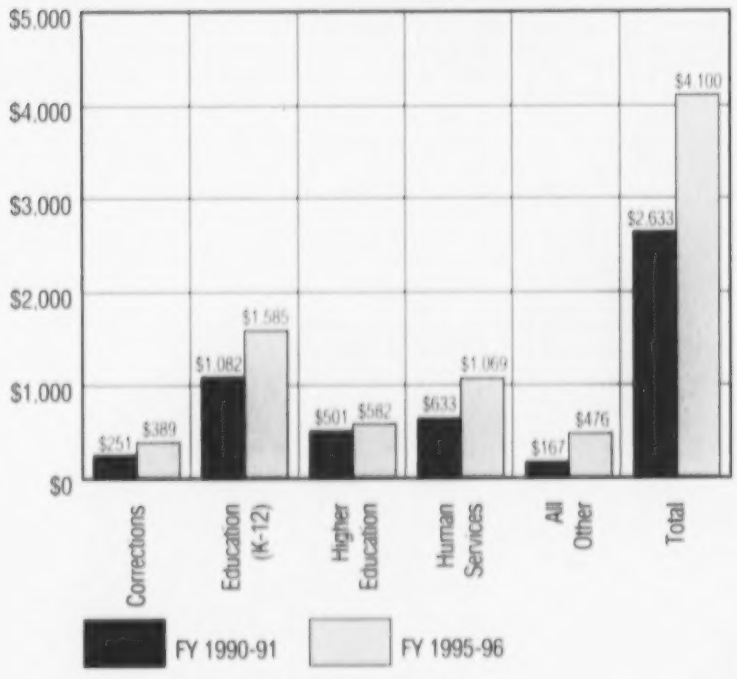
Colorado currently ranks 35th of the fifty states in the amount appropriated per capita for the operating expenses of higher education. K-12 and higher education's share of general fund appropriations has decreased from 60% of state general fund appropriations to 53% over the past five years. Appropriations for human services and health care increased by 69% from FY 1990-91 to FY 1995-96. This reflects a shift in federal

* This refers to appropriations for academic programs, not programs such as Cooperative Extension and the Medically Indigent Program, which are funded through general fund appropriations to the governing boards.

† FY 1992-93 is the most recent fiscal year for which data were available.

Colorado currently ranks 35th of the fifty states in the amount appropriated per capita for the operating expenses of higher education.

Fig. 23: State of Colorado
Five-Year Change in General Fund Appropriations
(in Millions)

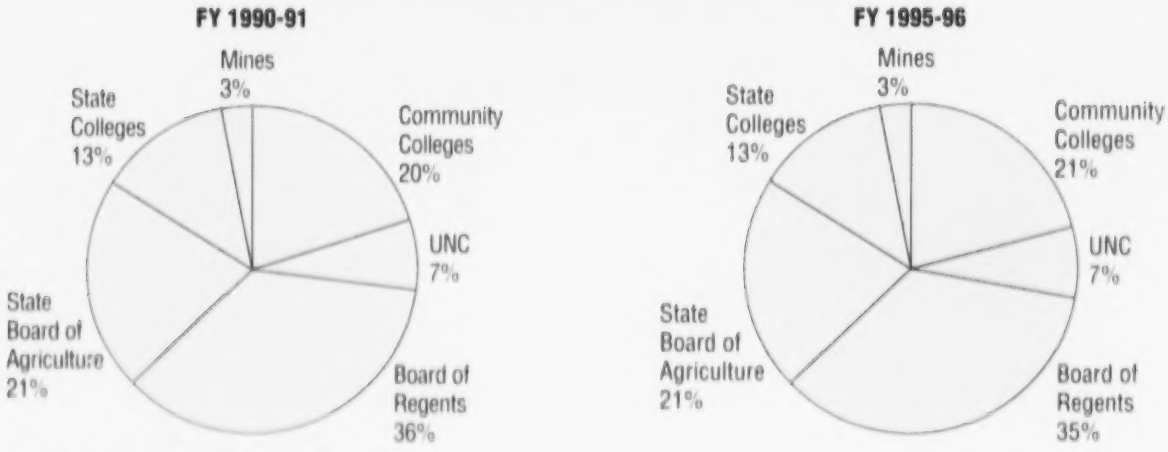


Source: Appropriations Report, Joint Budget Committee

priorities with the state having to assume more responsibility for Medicare and other federal social welfare programs. In comparison, higher education appropriations increased by only 16%.

Fig. 24 illustrates the changes in general fund appropriations by governing board from fiscal year 1990-91 to fiscal year 1995-96. Overall, the proportions have remained consistent, with the community colleges seeing a small increase while the CU Regents have seen a small decrease in funding. The small increase in funding to the community colleges illustrates the state's response to enrollment growth, as community college enrollments increased—so did state funding. However, CCHE estimates a 30% increase in high school graduates over the next 10 to 15 years, which will seriously challenge the state's ability to fund enrollment.

Fig. 24: State of Colorado
Higher Education Appropriations by Governing Board*



Source: Appropriations report, Joint Budget Committee

* This refers to appropriations for academic programs, not programs such as Cooperative Extension and the Medically Indigent Program, which are funded through general fund appropriations to the governing boards.

What are the University's sources of revenue?

For fiscal year 1995-96, the University anticipates revenue from sources shown in Fig. 25.

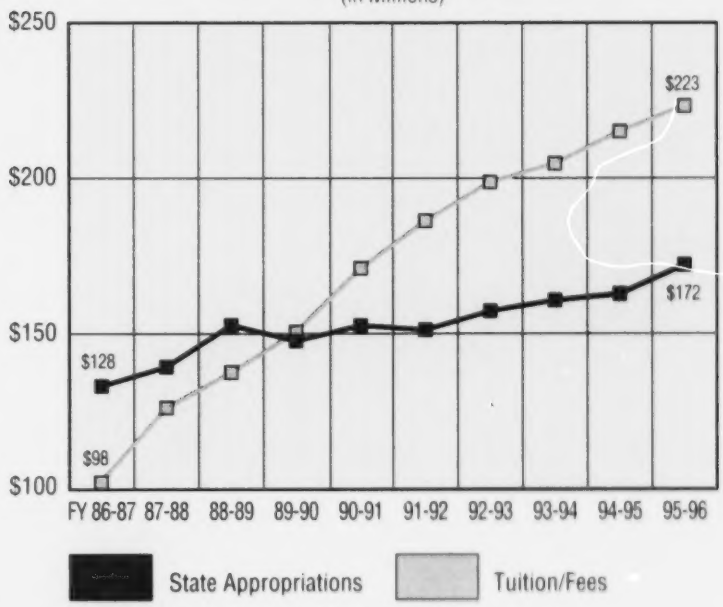
"All Other" includes revenues from auxiliaries, hospitals/clinics, sales and services of educational departments, and indirect costs.

Fig. 25: University of Colorado Estimated Sources of Revenue, FY 1995-96

Source	Dollars (in Thousands)	Percentage
Colorado State Appropriations	$172,176	18%
Student Tuition and Fees	$223,245	23%
Gifts, Grants, and Contracts	$326,931	34%
All Other	$252,038	25%
Total	$974,390	100%

As the percentage of CU's budget from state appropriations has decreased, revenues from tuition and fees have proportionally increased.

Fig. 26: University of Colorado
Ten-Year Trend in State Support and Tuition Revenue
(in Millions)

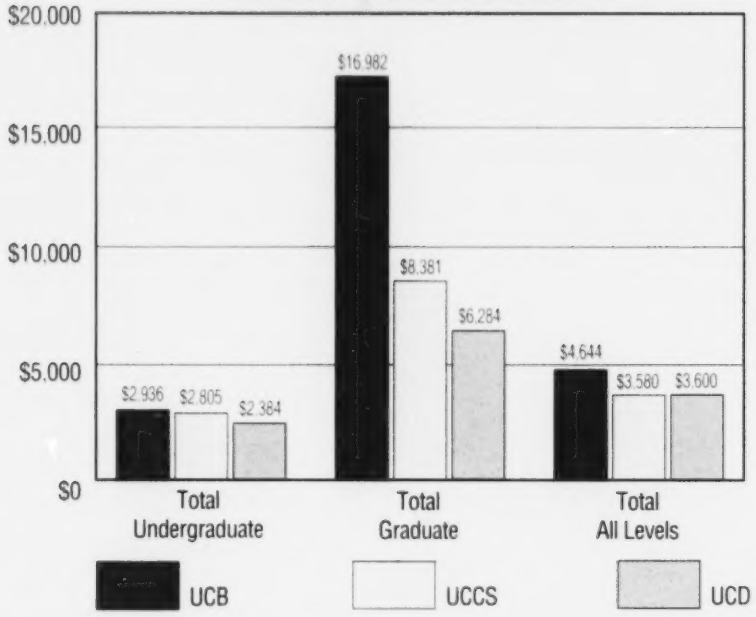


Source: University of Colorado annual financial reports

During the past ten years, notable changes have occurred in the University's revenues. State appropriations dropped from 24% of the operating budget in FY 1985-86 to 18% in FY 1995-96. Revenue from gifts, grants, and contracts increased from 20% to 34% of the operating budget.

As the percentage of University's budget from state appropriations has decreased, revenues from tuition and fees have proportionally increased as a revenue source for the University.

Fig. 27: University of Colorado
Instructional Expenditure per Student FTE*



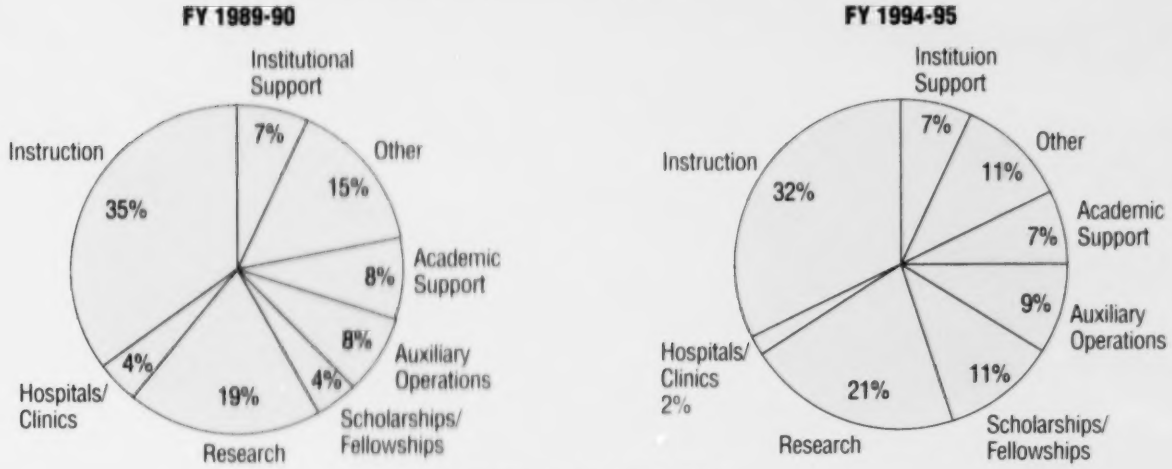
* FTE, Full-Time Equivalent, is a representation of full-time students based on the assumption that a full-time student enrolls in 15 credit hours per semester.

What are the University's expenditures for instruction?

There are a number of variables that affect the costs of instruction at the three general campuses. Among these are: the method of instruction, such as lectures or smaller seminars; the type of program, because some areas such as engineering may be more capital intensive; and the faculty salary levels, as the salaries in some areas such as business, engineering, and the sciences have higher faculty salaries to keep pace with salaries in the private sector.

The instructional expenditures shown in Fig. 27 are based on the expenditures associated with direct student instruction, such as faculty compensation and support costs for each academic unit, but do not include academic administration and indirect costs. Graduate education is significantly more expensive than undergraduate because of the smaller class sizes and collaborative teaching/research methods at the graduate level.

Fig. 28: University of Colorado
Expenditures by Purpose as a Percent of Total Expenditures



Source: University annual financial reports

CU expenditures over the past five years have remained steady in instruction and research, accounting for 53% in FY 1994-95. Administrative costs have also remained steady at 7%.

At the Ph.D. level, Boulder is the only campus with a significant amount of instruction. Graduate expenditures are significantly higher than undergraduate expenditures, particularly at the Ph.D. level. Ph.D.s account for 41% of the graduate FTE at CU-Boulder, 1% at CU-Colorado Springs, and 4% at CU-Denver.

At each campus, the faculty compensation costs are roughly 80% or more of the instructional costs, making this a key component in evaluating the expenditures per FTE. Support staff expenditures range from 7% to 11% at each campus, with operating expense and capital outlay ranging from 4% to 7%. These percentages have remained consistent over the last three fiscal years.

In general, University expenditures have remained steady in instruction and research, accounting for 54% of University expenditures in FY 1989-90 and 53% in FY 1994-95. As a percentage of total expenditures, the greatest change was in scholarships/fellowships, which increased from 4% to 11% of the total expenditures. The increase in scholarships and fellowships is a result of the introduction of the direct student loan program. In FY 1994-95, the direct lending expenditures were approximately $62 million, or 7% of total University expenditures. However, this program may be affected by future federal legislation. The administrative costs as a proportion of the total expenditures of the University have remained steady at 7%.

Conclusion

The task of designing and implementing performance indicators was complex, and there are other measurements that should and will be made of the University's performance in the future. While this first performance indicators report may not provide all of the answers to questions about CU's performance, it is an attempt to initiate an ongoing dialogue between the University of Colorado and its constituents about the ways in which the University fulfills its role and mission while using its resources wisely to serve the needs of the state.

The University of Colorado has a strong institutional commitment to the principles of diversity and takes affirmative action to achieve that end. The University does not discriminate in its educational and employment programs and activities on the basis of race, color, national origin, sex, age, disability, creed, religion, or veteran status.

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